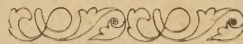



# “Learning by Doing” At Hampton

By ALBERT SHAW



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THE BATTALION.

## “LEARNING BY DOING” AT HAMPTON.

THE ancient town of Hampton, Va., with its immediate environs, is almost a microcosm of American history and life. Its old church goes back to the beginnings of colonization, and the locality has had its part in every successive scene of the national drama. To-day it is a congeries of more or less distinct little communities. Such, for example, is the military community that occupies the famous Fort Monroe. Another is the ever-shifting community that moves across the decks of the numerous coastwise steamers and the piazzas of the famous hotels that crowd together along the Old Point Comfort wharves. Then there is the community of old veterans, four or five thousand strong, who live in the Soldiers' Home as the nation's guests. As a foil for the self-respecting and well-appointed town of Hampton is the humble and rather straggling settlement which calls itself Phoebus and is about to be incorporated under that name, although the “vets” who patronize its drinking places too much for their own good contemptuously dub it “Plugtown.” Only a little distance away—a short trolley ride—is the famous shipping terminal called Newport News, with its remarkable commercial developments.

Thus I have named six distinct groups of people, each forming a little social organism by itself, yet having interrelations that illustrate enough contemporary problems and phases to supply the Old Point visitor with something to think about besides meal hours and golf. The army, the navy, maritime commerce, railroad monopoly, agriculture, the race problem, the drink question, the industrial trust, the organization of labor, the death-rate, lynching—all sorts of subjects and problems are forced upon the active mind by the human elements and interests that cluster within a mile or two of one another, at the point of the peninsula between the estuaries of the James and the York; and these topics present themselves in fashions that might well cause perplexity, doubt, and depression. There seems a great deal that is not as it ought to be in our country, and there are times when things look hopelessly confused and are drifting apparently from bad to worse.

Now, it happens that there is another community in the Hampton series that is yet to be mentioned; and the seventh one, happily, gives hopeful and encouraging answers to many of the difficult questions that the other six suggest.





THE WATER-FRONT (ON THE FAMOUS HAMPTON ROADS) OF

This seventh community is known to the world as the Hampton Normal and Agricultural Institute. It is, of course, in one sense a school; but that word in its common meaning does not go far enough, for the Hampton Institute is a settlement or community of people who are trying to work out not intellectual progress alone, but all phases of that most practical of questions—namely, how plain boys and girls and men and

women, under the conditions now existing in our country, can make their own lives useful and successful and can help others to do the same.

Better than at almost any other place in this country, they have at Hampton grasped the conception of what we may call *integral education*. Some day the people of this country—including the wise ones and the prudent and some of the educational leaders—will more or less suddenly



CLASS IN DRESSMAKING IN THE DOMESTIC SCIENCE BUILDING.



*"LEARNING BY DOING" AT HAMPTON.*



THE BUILDINGS OF THE HAMPTON NORMAL INSTITUTE.

wake up to the realization of a very curious fact. This fact is that by all odds the finest, soundest, and most effective educational methods in use in the United States are to be found in certain schools for negroes and Indians, and in others for young criminals in reformatory prisons. If I paid \$10,000 a year for it I could not possibly give my own small boy anywhere in or about New York City the advantages of as good a

school as the raggedest little negro child of Phoebus, Va., freely enjoys, whose education is under the care of the Hampton Institute and is carried on under the institute's normal department in the John G. Whittier School. This remark might seem a digression, but it leads straight to the heart of the matters which I will discuss briefly in the paragraphs that follow.

Where it would be easy to multiply words I



A CORNER OF THE TAILOR SHOP.



have thought it better to multiply pictures. The life of the Hampton Institute is above all things a life of *learning by doing*, and the pictures show the methods and processes better than an equal amount of space given to descriptive text. It is now about a third of a century since Gen. S. C. Armstrong founded the Hampton Institute. Its primary purpose was to give the right kind of instruction to young colored men and women who had emerged from slavery, and who needed to be taught and trained in good conduct, the rudiments of book knowledge, and the plain tasks that go with farming, the ordinary handicrafts, and the duties of home and family. It was also plainly seen from the beginning that a great many of these young people so taught must go forth to become the teachers of the children of their own race.

Some ten years later circumstances brought a handful of young Indians to Hampton, and experience soon showed that their association with the young negroes was not only feasible, but in many ways mutually beneficial. The United States Government has now for many years contributed annually toward the support of a considerable number of Indian boys and girls averaging somewhere between fifteen and twenty years of age.

The institute community at the present time may be said to contain on a rough estimate 1,000 souls. Of these about 100 belong to the white race and somewhat less than 200 to the Indian race, the rest being negroes. The white element includes teachers, superintendents, matrons, and others engaged in one way or another in car-



SEWING CLASS AT THE WHITTIER.



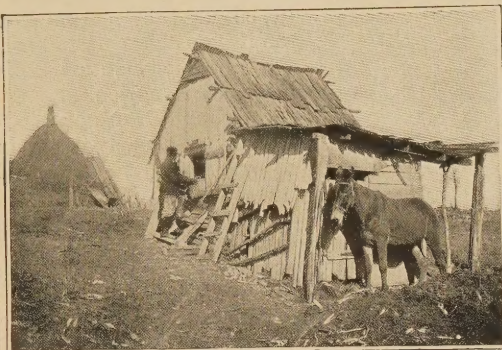
KINDERGARTEN: WASHING AND IRONING.



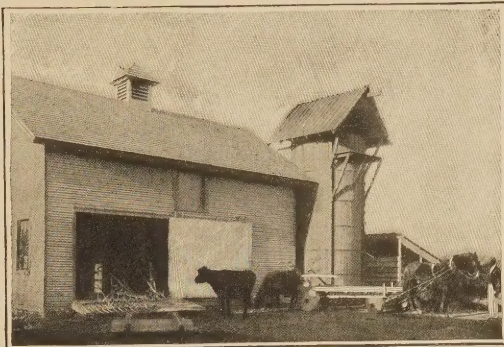
A GYMNASTIC CLASS.



*"LEARNING BY DOING" AT HAMPTON.*



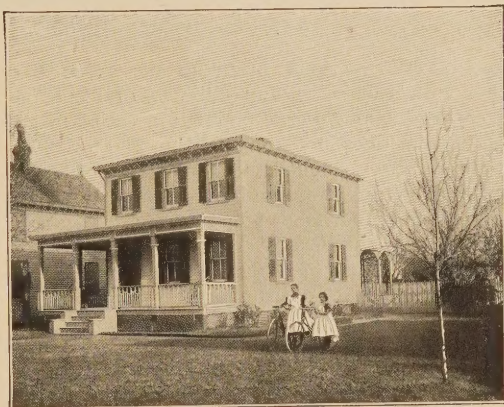
AN OLD-TIME BARN.



A MODEL BARN WITH SMALL SILO.



AN OLD-TIME CABIN.



A GRADUATE'S HOME.

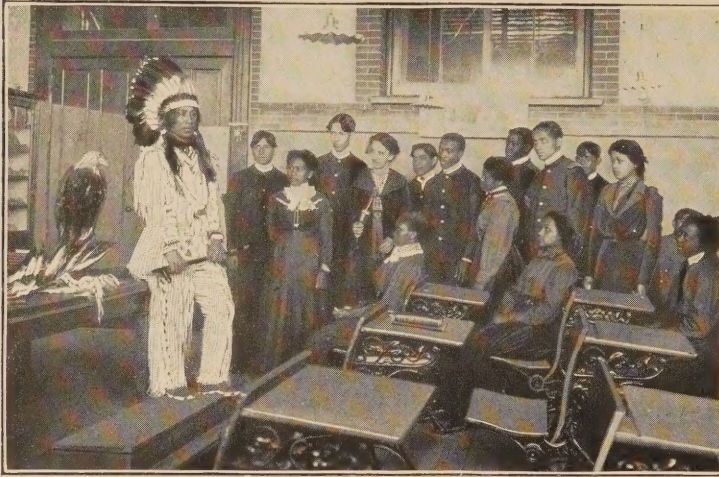


"THE OLD FOLKS AT HOME."



AN EDUCATED FAMILY AT DINNER.





A CLASS IN AMERICAN HISTORY.

rying on the various branches of work, together with the wives and children of some of the corps. The general population estimate as given above does not include the 500 or 600 colored children enrolled in the Whittier School. These come from the humble homes of the surrounding neighborhood, and are taught by the most approved methods and the most kindly and accomplished body of teachers, who carry them from the kindergarten through successive grades, all on a plan of object-teaching that never for one minute loses sight of the general conditions under which these children have been born and the range of social and industrial possibilities that the future has in store for them.

There are small school children in thrifty Northern communities who do not greatly need to be taught in the schools to save their pennies. But no lesson is more needed among the negroes of the South; and the children of the Whittier School are bank depositors in connection with the Penny Provident Fund system of New York. In the present month of April every one of them will spend a part of the school day out of doors working in a little garden plot. Meanwhile, as a part of the shop work I found last month that these tiny children, girls as well as boys, had been engaged in fashioning the

sharpened stakes which were to be used in marking off the little patches of ground. Over in the institute's department of agricultural science I found Professor Goodrich—a man deeply versed in the chemistry of soils and all the methods of the agricultural experimentalist—giving a part of his time on a holiday to the kindly task of working out on paper the planting scheme for the Whittier children's gardens, in order that the best practical and educational results might be obtained.

A large part of the secret of the future unlocking of the South's vast possibilities of

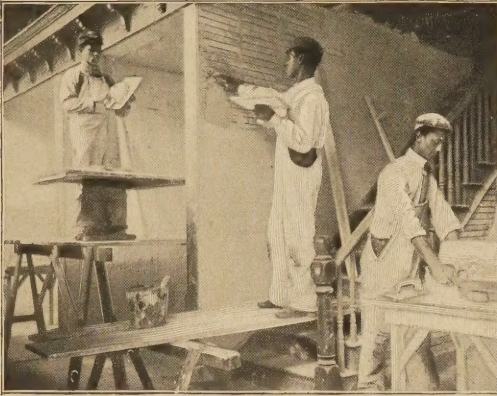
wealth and culture and happiness lies in the thorough and contented acceptance of agriculture by the colored race. Generally speaking, the young colored people of the South associate farm and plantation life with the most repellent drudgery. And so they look instinctively toward the gregarious life of towns, with the accompaniment of the good clothes and the luxuries that do not go with the old tumble-down cabin of the farming life that they have known. Nevertheless farming must go on in the South, and the negro race must continue to do the bulk of the farm work. The negro's best chance for the advancement of his personal fortunes now lies in the purchase and cultivation of a piece of land. A large part of



THE HARNESS SHOP.



*"LEARNING BY DOING" AT HAMPTON.*



CLASS IN PLASTERING.



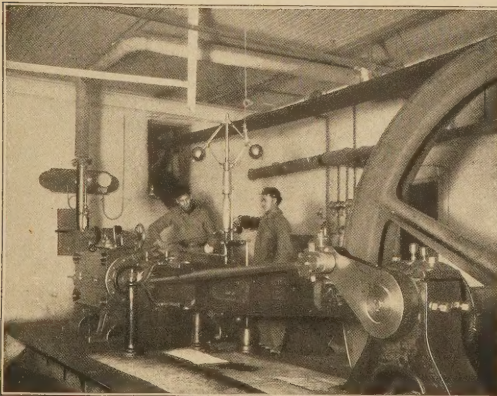
HOUSE BUILT AND FINISHED BY HAMPTON STUDENTS.

the mission of the Hampton Institute is to teach the young negro that it is just as fine a thing to be a good farmer as it is to be President of the United States.

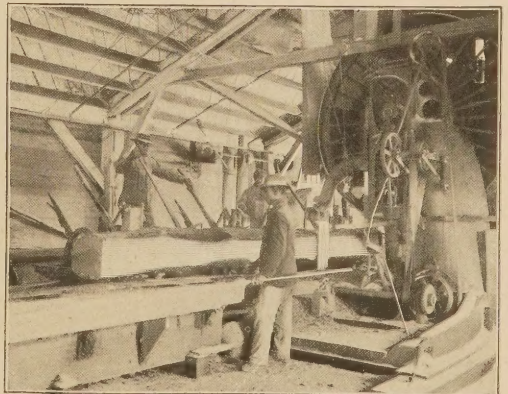
Besides the home farm immediately adjacent to the buildings of the community—a tract comprising 150 to 200 acres—there is another and much larger institute farm four or five miles away comprising about 600 acres. The practical work of carrying on these farms serves a twofold purpose. First, it enables a large number of the students of the institute to pay their way through several years of Hampton life and schooling. Second, it exemplifies the best principles and methods in tilling the soil, raising live stock, gardening, fruit culture, and so forth. The surplus products of the large farm are readily marketed in the neighboring town of Hampton and at the great hotels. Particular care is taken that every colored boy who learns scientific agriculture on the large scale shall also be carefully shown exactly how to carry on a

small farm. Thus there is conducted as a constant object lesson a model four-acre farm, with its small barn and appurtenant buildings, its proper succession of crops, and its diverse problems from the point of view of the soil and from that of the pocketbook. Dairying is taught with the best possible machinery and appliances; but at the same time the young student of farming who cannot hope to be able to buy patent separators and various other expensive parts of the equipment of a modern creamery is shown how to get the same results with ordinary milk-pans and a cheap thermometer by giving proper concern to the factors of time, temperature, and cleanliness.

In the domestic science building I was passing through a room which is kept as an object lesson in the simple but effective draping and furnishing of a sleeping chamber. My guide was Major M—, a young colored man who embodies in his own character and personality the answer to many questions that one hears asked. One



STUDENT ENGINEERS AT ONE OF THE MILL ENGINES.



AT THE SAWMILL.





CLASS IN BRICKLAYING.

feels distinctly better off to remember that the major is one of our own fellow-citizens, for he is the sort of fellow one would like to have near by in an emergency. General Armstrong had commanded negro troops for two or three years during the Civil War and had learned their splendid qualities. Many Americans learned a like lesson in Cuba in 1898 and in the Philippines in 1899. The institute's plant includes a sawmill and wood-working factory on the water edge. The major as a lad had come to Hampton and had begun work in the mill, thus earning his living while he studied. He has character, capacity, frankness combined with tact, the sense of time and discipline that go with the ample military drill that all Hampton boys receive, and the practical experience in the thorough performance of plain work that gives him an unconscious sense of commanding the situation. Some time we shall have a great many such American negroes as the major.

We were, as I have remarked, passing through

rooms in the domestic science building where negro girls are taught things that they greatly need to know. Pointing to a box-like washstand, painted white and neatly draped with some inexpensive material, the major remarked in passing that not a single student, boy or girl, was allowed to go through Hampton without being able to use tools well enough to make that article of furniture.

Almost nobody in the North, certainly, knows how few colored women in the South can sew well enough to make the simplest garments. And there are still fewer who understand those conditions of isolation which add to the desirability, on the part of the colored race, of a proper knowledge of the old-fashioned domestic arts.

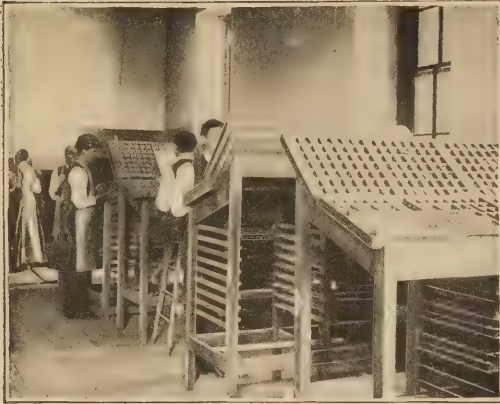
The very foundation for the training of the girls at Hampton Institute is to be found in the domestic science building. Some of the pictures accompanying these running comments convey sharp impressions and give pleasant hints of the work that is carried on in that most delightfully arranged and appointed establishment.



AT THE TURNING LATHES.



## "LEARNING BY DOING" AT HAMPTON.



IN THE PRINTING OFFICE.



A CORNER OF SCHOOL LAUNDRY.

Seeing, of course, is believing in these matters, however; and neither the assertions of an occasional visitor at Hampton like myself, nor yet the evidence of Miss Johnston's remarkable photographs, can carry such conviction as comes with a few hours spent in going from room to room talking with teachers and pupils and noting the atmosphere of serenity and happiness that exists everywhere. I saw no evidence of pressure or anxiety or of that pitiable condition that results in schools where learning is merely based

upon books and where the supreme test of knowledge is the successful passing of examinations.

Such tests often seem as if carefully planned to incite the diligent half of the pupils to overwork and nervous break-down, and to tempt the other half either to cheating or else to defiant indifference. Of all the criminal inventions in which young people have been tortured in the sacred name of education, the most diabolical is the English system of book-cramming and examinations. To say that in spirit the Hampton



A CLASS IN AGRICULTURE.





THE SCIENCE AND ART OF DRAINAGE.

system is exactly the opposite in every way might perhaps be the best short-cut method of telling about the work that Dr. Frissell and his associates are carrying on so steadily and so successfully.

In the ordinary boarding-school or college the whole ordering of work and play, however valuable and agreeable, is so different from the workaday course of life in the world outside that most students find the wrench rather severe when, on leaving school, they try to take their places in the social and industrial commonwealth. There is, indeed, never the slightest danger of educating anybody too thoroughly or too highly. But there is always some danger of an incomplete and imperfect kind of education that renders it difficult for so-called educated people to

find useful absorption in the general life of the community.

The remedy lies in the symmetrical or integral education. The tiniest negro girls in the kindergarten branch of the Whittier School on Mondays have their small washtubs out, and on Tuesdays they play at ironing. And this play is not for amusement only, for it accomplishes two things. First, it helps to teach them how much more important in the real world are such things as washing and ironing and cooking than are reading and writing, and this keeps them from growing up with false notions about honest work. In the second place, it actually teaches them how to do the real thing; for the ironing of the Whittier School on Tuesdays, although on a miniature scale, is with hot irons, and the teach-



JUDGING HORSES.



## "LEARNING BY DOING" AT HAMPTON.



CLASS STUDYING ROOTS.

ing is of a kind that means to perpetuate the race of laundresses. Children taught in this way are able to be of some use at home, and can stand any amount of subsequent "book-larnin'" without being made "good fer nuffin'."

The same principles apply in the instruction of the several hundred young women, negroes and Indians, who are pupils in the institute. They may and generally do acquire some accomplishments. But these are all supported upon the firm foundation of practical capacity in common things. It is enough to say that the dignity and worth

of plain labor are infinitely better appreciated and understood by the young negroes at the end of their Hampton course than at the beginning.

To explain with precision all the methods by which agricultural and industrial training on the one hand and academic instruction on the other are so carried on at Hampton that they seem to blend naturally, would necessitate the writing of an article much more precise and pedagogical than this brief chapter of impressions can aim to become. To secure this



MIXING FERTILIZERS.



EXPERIMENTING WITH PLANTS AND SOILS.

result has been one of the chief solicitudes of Dr. Frissell and his educational associates at Hampton as they have been steadily improving and developing the material plant and the methods of instruction year by year.

The principal mission of Hampton, so far as the negro race is concerned, has thus far been to provide teachers. The whole country has shown an interest amounting to the point of enthusiasm in the personality and work of the negro educator Mr. Booker Washington, who is himself at the head of the Tuskegee Institute (at Tuskegee, Ala.), which carries on a work almost identical in its ideals and methods with what is done at Hampton. But it must be remembered that Tuskegee is the child of Hampton. Another individual leader as capable as Mr. Washington might not easily have been found to plant the



Hampton idea in the black belt of Alabama ; but the idea and the cause are greater than any one man. Booker Washington's entire training and education as a young man were received in the Hampton Institute. Although his name is always, and properly, used in connection with Tuskegee, he would be the very last man to deny the importance of the work there of his colleagues and associates. More than forty graduates of the Hampton Institute have been among those who have assisted Booker Washington at Tuskegee as members of the staff of instruction or in similar capacities.

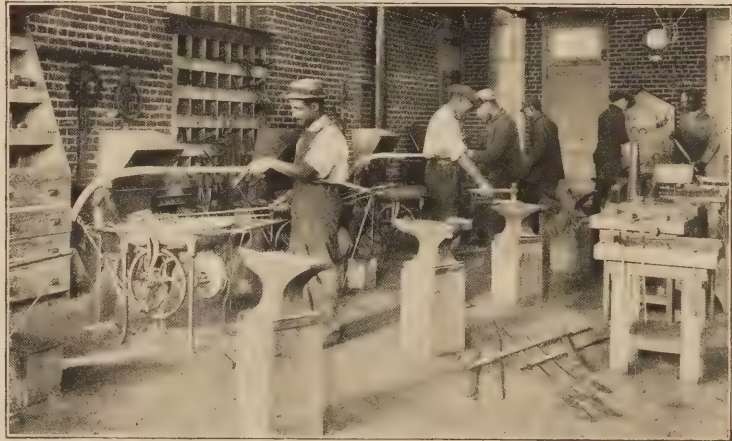
Tuskegee has now a more than national fame, but there are several other industrial institutes, not so large, but of great usefulness, elsewhere in the South that have been established and manned by graduates of Hampton, and that are not only doing an excellent work for the education of young negroes, but are also, like Tuskegee and Hampton, valuable centers from which the best influences are helping to transform the negro population for many miles around.

The greatest work of all, however, is that which the individual teacher in the ordinary common school is carrying on. Literally thousands of young colored men and women who have lived and studied for from one to three or four years at the Hampton Institute are now serving as teachers in the free schools for colored children supported by taxation in the Southern States.

These young people go out from Hampton with the understanding that it is their business to serve as neighborhood missionaries. The ne-



SPRAYING TREES IN THE ORCHARD.



A CORNER OF THE BLACKSMITH SHOP.



THE SHOE SHOP.



## "LEARNING BY DOING" AT HAMPTON.

gro race does not chiefly need the type of missionary who holds protracted meetings and inculcates emotional religion. It needs rather the missionary who will inculcate the gospel of hard work, thrift, temperance and practical morality—who can show the men how to finance the purchase of a small farm, how to cultivate it, and how to get out of debt, while showing the women the value of the practical domestic arts. At Hampton they hold the doctrine that morality and civilization are almost vitally affected by the kind of houses in which people live. The graduates go out with a great zeal for encouraging their race to live in something better than one-room cabins or shanties. And they are having a most marked success in this direction.

Young negroes at Hampton are taught to take the historical rather than the controversial view about slavery. They are made to see that slavery at least supplied the South with an industrial system. Each well-organized plantation, or each village that served a group of plantations, had its own means for perpetuating the knowledge of agriculture and the practical handicrafts. Under the old system many negroes were skilled woodworkers, brick and stone masons, harness makers, shoemakers, blacksmiths



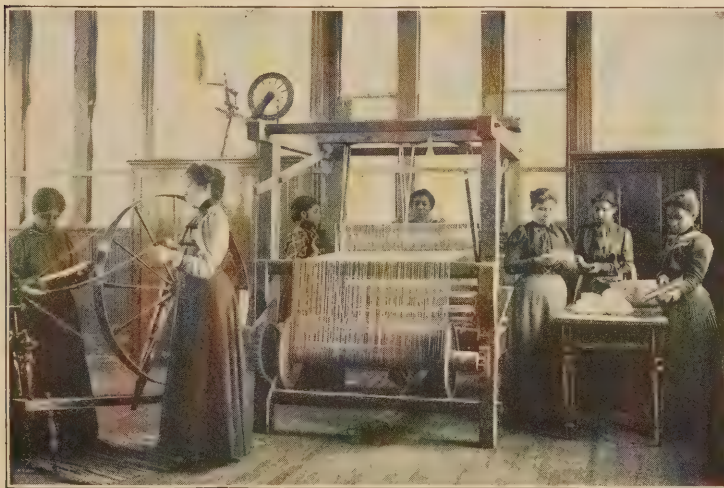
A COOKING CLASS IN THE DOMESTIC SCIENCE BUILDING.

and wheelwrights, tinsmiths, coopers, and workers at other skilled trades and crafts. The breaking up of the old system has involved the disappearance of those means by which such skill was transmitted. And now that the old generation has practically passed away the need is clearly apparent.

It does not follow that there can at once be established all over the South a series of great institutions like Hampton for the teaching of skill in the trades; but it does follow that the teachers who go out from normal training schools like Hampton to take charge of the education of negro children—for which the taxpayers of the Southern States provide many millions of dol-

lars every year—should understand thoroughly the nature of the Southern industrial problem. And it is important that they should be deeply convinced that what the negro children need above all things is the gospel of character and hard work.

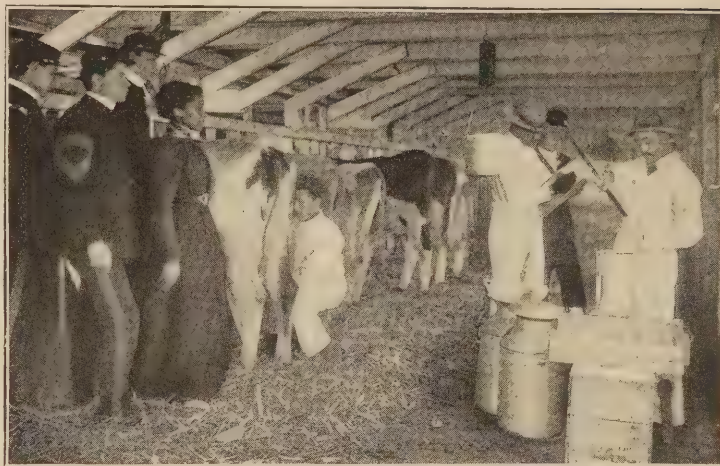
There cannot well, indeed, be too many of these fountain centers of training and instruction like Hampton, provided the money can be found to support them. It remains to be said, however, that Hampton is likely to continue on many accounts to hold the preëminent place as the teacher of colored teachers. In the first place, Hampton has had longer



COTTON SPINNING AND RUG WEAVING.



experience than the others. It was Captain Pratt's experience at Hampton—where in the 70s he brought the first young Indians, remaining there with them for a year or more—that led him to establish the great Indian school he has conducted so successfully at Carlisle, Pa. And, in turn, it was the value of the work at Hampton and Carlisle that prepared the way for the creation of the series of new Indian industrial schools now supported by the United States Government in the States and Territories further west. Hampton, in addition to its regular work



SAMPLING MILK.



CHEESE MAKING.

for its own pupils, maintains a special normal course through the long summer vacation. This makes it possible for its former students, now teachers, to come back for fresh instruction and inspiration, and also gives opportunity for negro teachers who have not had the Hampton advantages to have that useful experience. As an illustration of the use to which this summer normal school is put, it may be remarked that Booker Washington will this year send twenty of his teachers from Tuskegee to Hampton for the summer term.

Let us concede that Mr. Booker Washington has ability far beyond that of most men, whether white or black. It is not his ability, however, that makes him a noteworthy man, but the way in which he uses it for the good of his race and of the country. He is a colored educator, trained to certain convictions and methods. General Armstrong conceived of Hampton Institute as a place for the turning out of colored educators of the very type which Mr. Washington so finely represents; and Hampton to-day is just as well calculated to produce trained men and women of that fine type as the military academy at West Point is calculated to turn out good army officers, the academy at Annapolis to turn out good naval officers, or the Johns Hopkins Medical School to turn out scientific and



COOKING CLASS STUDYING MEATS.



“LEARNING BY DOING” AT HAMPTON.



EMERGENCY LESSON IN PHYSIOLOGY CLASS.

accomplished members of a great profession. To visit Hampton is to find an almost ideal adaptation of spiritual, moral, intellectual, and material means to definite ends.

The little community leads its own serene, busy, and contented life without for a moment losing its contact with the life round about it. Thus the tidy little hospital on the grounds—it is the only hospital, by the way, for many miles around—is not limited to caring for the quite infrequent cases of serious illness among the students themselves; it receives accident cases from the shipyards and docks at Norfolk and Newport News, and all the doctors of the region use it and are its allies. In connection with it, as a practical part of the work of the institute, is an excellent training school for young colored nurses. It adds its weight and influence to the other departments of the institute in making for improved hygienic conditions among the colored population.

Nor is the religious life of the institution exclusive in any sense; for many people, old and young, from the surrounding neighborhood attend its interesting Sunday services. And, reciprocally, many of the young men of the institute on Sundays go out in various directions to conduct Sunday schools.

Although the South spends a great deal of money for free common schools, the funds are, generally speaking, not

large enough to support such schools for a longer time than from four to six months in the year. Thus it happens that Hampton keeps in all the closer touch with the educational work that has to be done outside, by always having a large number of students on its rolls who as teachers for a few months are earning money with which to pay for their education at Hampton during the remaining months of the year. Thus they combine district-school teaching outside with the varied *régime* of study and work in the institute; and it is by no means to be regret-

ted that these young people get their education by just such a method.

I might have preferred to enumerate in an orderly way the trades that are taught at Hampton, but I have thought it better that my comments should be suggestive rather than systematic, and I believe that the numerous illustrations for which space is allowed will suffice to convey a great deal of information about the practical part of the Hampton work.

It should be remarked, perhaps, that books are by no means banished from Hampton, but that, on the contrary, they are used with immense effect, simply because they are used for real and not for false purposes. Every student in Hampton, it should be said, learns to draw—simply because drafting bears an important rela-



PHYSICS CLASS MAKING AND REPAIRING TELEPHONES.



tion to the best methods of doing almost anything. The study of the sciences is carried on by objective methods; and students thus taught soon discover what books are for. History and geography also are taught to a considerable extent in the same natural and concrete way. The readier tendency, doubtless, of the negro student would be toward artificial bookishness and toward literature rather than science; and we have surviving to-day some excellent white people, not all of whom live in New England, who believe that the salvation of the negro race in the South is to be worked out by way of the irregular Greek verbs and so many pages a day in text-books of mental philosophy and English literature. The philosophy and the literature are well enough, to be sure; but there is a natural, as distinguished from an artificial, way of getting at them, and in my opinion the Hampton method "arrives" very much more surely than that which we may call the conventional collegiate method.

Hampton publishes an excellent periodical—the *Southern Workman*—from its own printing office, which office, by the way, forms one of the school's departments of industrial training. The young men of the school are under military organization as a six-company battalion, with drill enough to have an excellent influence upon general discipline without interfering with other

work or duties. There is a large brass band competently instructed and led, and various other outlets for the natural musical genius of the colored people.

Hampton does not intend to make a white man out of the negro, but its aim rather is to help him be himself, in the very best sense. The so-called "educated negro" is sometimes a pathetic specimen of unhappiness and discontent. But the educated young negro of the Hampton type is more, rather than less, of a negro than ever. He loves his race, and wants nothing better than the splendid chance he finds to-day in the United States to work with and for his people. He sees the true drift of things, and declines either to be despondent or defiant. While he must see that the people of his race have to undergo some hardships and some injustice, he also sees that the white people of the South are in the main the negro's friends and well-wishers; and he is taught at Hampton that since the war the white people of the South have voluntarily paid out in taxes for the support of negro schools something like \$60,000,000. It is the concern of the Hampton negro and those whom he represents to see that the colored teachers are provided who shall know exactly how to secure good results from the money that continues thus to be expended.

ALBERT SHAW.



AN ENGLISH CLASS STUDYING IN LIBRARY.







# Hampton Normal and Agricultural Institute

## FOR NEGROES AND INDIANS

H. B. FRISSELL, Principal

ALEXANDER PURVES, Treasurer  
Hampton, Virginia

F. C. BRIGGS, Business Agent

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The Hampton Institute is situated near Old Point Comfort, Virginia, on the Hampton River, overlooking Hampton Roads.

It is not a Government nor a State school, but is a private corporation, controlled by a board of seventeen trustees, representing different sections of the country and six religious denominations, no one of which has a majority.

It was founded by General S. C. Armstrong, in 1868, for the education of Negro youths. In 1878, Indians were first admitted.

The school property consists of two farms containing about eight hundred acres. On this land are fifty-five buildings, including large dormitories, academic, trade, agriculture, and domestic science buildings, and shops in which practical instruction is given in sixteen trades.

The object of the Institute is to train academic and industrial teachers for the Indian and Negro races, and to fit young men and women to become skilled tradesmen. Much stress is laid upon land-buying, home-life, and agricultural pursuits.

Besides the three-year academic course, the school offers post-graduate courses in normal training, agriculture, trades, business methods, electricity, domestic art, and domestic science.

Officers and teachers employed,	-	-	-	80
Number of students (Negroes, 890; Indians, 120),	-	-	-	1,010
Number of graduates,	-	-	-	1,145
Number of ex-students, not graduates, about,	-	-	-	6,000

Since 1868, the school's graduates have taught more than 130,000 children in eighteen States in the South and West.

Of the students who have been taught trades since 1885, seventy per cent. are either teaching them or working at them.

Tuskegee, Calhoun, and other industrial schools for Negroes are outgrowths of Hampton, which was the pioneer in industrial education in the South and West.

The endowment fund of the Hampton Institute is one-fourth as large as is needed, being something over half a million dollars. The aid which the institution receives from the general government for the board and clothing of the Indians, and from the State of Virginia for its agricultural work, are insufficient for its support; and although the Slater Fund Board makes a generous yearly appropriation toward the trade and domestic science work, and help is received from the Peabody Board, yet the school is obliged to appeal to the public for over \$80,000 a year for current expenses. Its special needs are:

Endowment Fund,	-	-	-	-	\$2,000,000
Boys' Dormitory,	-	-	-	-	50,000
	Permanent Academic,	-	-	-	2,000
	Permanent Industrial,	-	-	-	800
Scholarships:	Annual Academic,	-	-	-	70
	Annual Industrial,	-	-	-	30

Any subscription, however small, will be gratefully received and may be sent to ALEXANDER PURVES, Treasurer, or to the undersigned.

H. B. FRISSELL, Principal,  
Hampton, Va.

January, 1903.

### FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Virginia, the sum of \_\_\_\_\_ dollars, payable, etc.